



## Rye Community Primary School

"Dream, Believe Achieve"



Dear parents and carers,

Welcome back! We hope you had an enjoyable half term! We are excited to share our Term 4 topic with you.

### Term 4 Topic

Our Term 3 topic is called 'Traders and Raiders', we will be learning about the Anglo Saxons and Scots!



Big and strong, powerful and brave, the Saxons wave their battle axes and brandish their swords as they begin to invade Britain's shores.

Sail back to the Dark Ages, where battles were rife and fear reigned. Find out about the life of the Saxons, including how they lived and where they came from.

Are you ready to shine a light on the dangerous and deadly Dark Ages...?

### Core Values

Our core values this term are effort and engagement.

### English

Our class text to inspire our writing this term is *The Tale of Custard the Dragon* by Ogden Nash, this is a poem. We will write our own version of the poem, changing characters, setting, problem and resolution. Then, we will be reading 'George and the Dragon' by Chris Wormell. We will be writing our own myth based on the structure of the King Arthur myth, using rich vocabulary.



## Mathematics

### Time

#### Common Content

**Converting Time**  
 Year 3 (Sum B2)

- Months and years
- Hours in a day

Year 4 (Sum B3)

- Hours, minutes and seconds
- Years, months, weeks and days

**Digital Time**  
 Year 3 (Sum B2)

- Using a.m. and p.m.
- 24-hour clock

Year 4 (Sum B3)

- Analogue to digital- 12-hour
- Analogue to digital- 24-hour

There are many opportunities in this block for Year 4 children to recap their understanding whilst Year 3 visit this learning for the first time, this includes telling the time on an analogue clock and finding and comparing durations.

Both year groups look at digital time and consider how to write and tell the time on both 12-hour and 24-hour clocks.

**Analogue time**  
 Year 3 (Sum B2)

- Telling time to 5 minutes
- Telling time to the nearest minute

**Finding and comparing durations**  
 Year 3 (Sum B2)

- Finding the duration
- Comparing durations
- Start and end times
- Measuring time in seconds

### Fractions

#### Common Content

**Recognising Fractions**  
 Year 3 (Spr B5)

- Unit and non-unit fractions
- Making the whole
- Fractions on a number line

Year 4 (Spr B3)

- What is a fraction?
- Fractions greater than 1
- Count in fractions

**Equivalent Fractions**  
 Year 3 (Sum B1)

- Equivalent fractions (1)
- Equivalent fractions (2)
- Equivalent fractions (3)

Year 4 (Spr B3)

- Equivalent fractions (1)
- Equivalent fractions (2)

**Fractions of an Amount**  
 Year 3 (Spr B5)

- Fractions of an amount (1)
- Fractions of an amount (2)
- Fractions of an amount (3)

Year 4 (Spr B3)

- Calculate fractions of a quantity
- Problem solving- calculate quantities

**Add & Subtract**  
 Year 3 (Sum B1)

- Add fractions
- Subtract fractions

Year 4 (Spr B3)

- Add 2 or more fractions
- Subtract 2 fractions
- Subtract from whole amounts

**Compare & Order**  
 Year 3 (Sum B1)

- Compare fractions
- Order fractions

In this block, there is a great deal of common content, which gives teachers many opportunities to teach the class as a whole.

Year 4 move to working with fractions greater than 1 and use bar models to support their understanding including when they add fractions where the total is greater than 1.

## PE

PE this term will be taught twice a week. Please ensure each child has a full PE kit and a jumper.

Thank you for your continued support!  
 Mrs Smout, Miss Turton and Mrs Mamoany



## **What will you choose to do?**

- Visit your local library and find out about any Saxon or Viking invasions in your local area or county.
- Try making Anglo-Saxon bread or Viking flatbread (search online for recipes).
- Look at King Alfred's pledge: 'I desired to live worthily as long as I lived, and to leave after my life, to the men who should come after me, the memory of me in good works'. Write a pledge – how would you like to be remembered in the future?
- Look at images of Anglo-Saxon coins. Can you design a coin? You could draw a picture or use modelling clay or other materials to make your coin look like metal – use your imagination!
- Do some research about Viking names and their meanings, and make up some suitable Viking names for your friends and family. Remember to describe something about each person's appearance or characteristics.
- Research some simple Viking embroidery patterns. Using a needle and coloured threads, embroider a small handkerchief. Maybe you could give it to someone as a present?
- Look at animals in Viking art (search online for the Urnes or Jellinge styles). Can you design and draw an imaginary beast to make a fantastic pattern?
- Find out more about the Futhark alphabet (also known as the runic alphabet), used by the Vikings. Write a short message using the runic characters. Vikings wrote on wood, bone and stone. What will you use?
- Listen online to someone speaking Old English or Old Norse. Can you recognise any of the words? Can you learn how to express a greeting or phrase in one of these ancient languages?
- Imagine you are a Viking skald or poet. Create a poem to sing the praises of a friend or family member.
- Dress up in a typical Saxon or Viking costume. Are you a farmer, warrior, child or tradesperson? Red and gold were favourite colours, but poorer people might not have been able to afford to dye their cloth.
- Find out about real treasure (often known as hoards) discovered from this period. Sutton Hoo and the Staffordshire Hoard are good examples. You might find information on hoards close to your school. However, exact locations are often kept secret. Can you think why?



*Below are some examples of the topic vocabulary we will be using this term.*

**account**

A statement or description of an experience or event.

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**afterlife**

The life that some people believe exists after death.

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**Angle**

A member of a Germanic tribe who invaded and settled in Britain in the 5th century AD.

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**Anglo-Saxon**

Used to refer to the Germanic tribes, and their language and customs, who invaded and settled in Britain from the 5th century up to the Norman conquest.

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**artefact**

An object made by a person, such as a decoration or a tool, which is of historical interest.

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**Arthurian**

Relating to King Arthur of Britain and the legendary stories of his life.

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**attack**

To take violent military action against a place or enemy forces.

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**battleaxe**

A large axe that was arguably the most feared Saxon weapon.

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**Britannia**

The name Romans called the area now known as Great Britain.

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**charm**

An object or saying believed to have magical powers. The Anglo-Saxons believed that lucky charms could protect them from evil spirits or sickness.

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**chieftain**

The leader of a tribe.





**conquer**

To take control or possession of a place or people, by force.

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**custom**

A traditional way of behaving, specific to a place, time, or people.

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**Dark Ages**

A historical period in European history (AD 476–1000), referring to Early Middle Ages and the fall of the Roman Empire.

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**defend**

To protect or support against attack.

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**deity**

A god or goddess.

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**Germanic**

Relating to people who speak Germanic – a group of languages that include German, Swedish and English.

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**indigenous**

Occurring naturally or originating in a particular place.

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**invader**

A member of an army from one area who uses force to enter and take control of another area.

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**Jute**

A member of a Germanic tribe who invaded and settled in Britain in late 4th century AD. Over time, they were either driven out of the country or merged with the Saxons and Angles.

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**kingdom**

A country, state or territory whose ruler is a king or queen.

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**legend**

A very old story from the past about a famous person or event. Legends are believed by some to be true to an extent, although this cannot be checked.



**longhouse**

A long house where many people live together. Members of the same extended family would live under the roof of just one Viking longhouse, where they ate, worked and slept with little or no privacy.

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**Middle Ages**

The period in European history from the 5th to the 15th century.

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**monk**

A religious man who does not marry, belonging instead to a religious community made up of other monks, often living together in a monastery. During the Dark Ages, monks were some of the only people who wrote things down.

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**Offa's Dyke**

A raised area of earth (earthwork) that roughly follows the current border between Wales and England. Offa, King of a large part of England (Mercia) in 8th century AD, is believed to have ordered its construction to divide his kingdom from the Welsh kingdom of Powys (Wales).

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**plunder**

To use force to openly steal goods from a place, especially during times of war.

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**raiders**

People who enter a place illegally, and often violently, to steal.

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**Roman Empire**

The largest empire of the ancient world. In what is now western Europe, various countries were conquered by the Roman Army. A Roman way of life was then established in these places.

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**runestone**

A stone carved with the letters of an ancient, northern European alphabet.

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**Saxon**

A member of a Germanic tribe who invaded and settled in Britain in the 5th century AD.



**Saxon shore fort**

Roman coastal defensive forts, built along the coast by the Romans in the middle of the 3rd century to repel seaborne raiders.

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**scholar**

A specialist in a particular area of study.

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**seax**

An Old English word for knife. A type of sword or dagger, typical of the Germanic people during the Early Middle Ages.

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**settlement**

A place or region where people come to live.

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**skald**

Viking kings had their own poets called skalds. These poets would create and read poems to entertain the guests, which often focused on how great the king was.

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**territory**

An area of land or sea belonging to a person or country.

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**thegn's great hall**

The home of a village ruler (a thane), during the Dark Ages, who was rich enough to regularly feast and entertain his friends.

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**traders**

People who buy and sell things.

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**Viking**

A member of a seafaring Scandinavian tribe who invaded and settled in Britain between the 8th and 11th centuries.